

**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

Regular Meeting of September 12, 2023

ITEM: **JOB DESCRIPTION: WELLNESS SPECIALIST**
PREPARED BY: **MARINA GONZALEZ, CHIEF HUMAN RESOURCES OFFICER**
TYPE OF ITEM: **CONSENT**

PURPOSE:

The purpose of this item is for the Board of Trustees to approve the Wellness Specialist job description.

BACKGROUND INFORMATION:

As the District continues to advance its goals, job classifications are evaluated. In some cases, a new classification is recommended in order to help meet the District's goals and the needs of the students. The Wellness Specialist classification encompasses the duties necessitated by the Albany Unified School District.

DETAILS:

The job description is attached.

STRATEGIC GOALS ADDRESSED:



Objective #3: Communicate and Lead Together. ***Goal:** All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

**RECOMMENDATION: APPROVE THE JOB DESCRIPTION FOR WELLNESS
SPECIALIST**

DRAFT

ALBANY UNIFIED SCHOOL DISTRICT JOB DESCRIPTION

Wellness Specialist

POSITION DESCRIPTION: Under the supervision of the Principal, this position supports school culture initiatives based on data, feedback, and the vision of the school and district; supports the implementation of a systematic approach on creating positive change in our schools leading to safe, respectful, and inclusive cultures, climates, and learning environments.

REPRESENTATIVE DUTIES: E = Essential Duties The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position.

1. Assist with the implementation of tiered responses to academic, behavioral, and attendance issues E
2. Embrace existing school-wide management systems and promote high standards of behavior that lead towards building a strong school community E
3. Supports with Student Behavior Interventions E:
 - a. Relationship building
 - b. Structured breaks between tasks
 - c. Exploring the function of student behavior to design effective responses
 - d. Teaching and reviewing expected behaviors
 - e. Providing de-escalation strategies
 - f. Support students with goal setting and use of affirmations
 - g. Maintaining structured plans (i.e. check in/check out; behavior contracts)
4. De-escalate, re-focus, and/or mediate students as needed E
5. Notify student families when behavior support has been provided to their student E
6. Notify administration if additional intervention or support is required E
7. Track student data regarding frequency and intensity of behavior referrals E
8. Analyze data and identify behavior trends and appropriate interventions E
9. Supporting students E:
 - a. Supporting students with conflict resolution and mediation;
 - b. Working with small groups to identify and practice tools for self-regulation and direction
 - c. Identifying when students need breaks, and providing that space
 - d. Developing student tools for self-advocacy
 - e. Helping facilitate restorative conversations
10. Collaborate and coordinate with the Special Education Department for students who have Individualized Education Plans E
11. Supervising and actively supporting behavioral expectations during all outdoor activities, including but not limited to: lunch and breaks, arrival and dismissal, after school events, and transitions E
12. Assist with major school events E
13. Attend staff meetings and retreats as needed E
14. Serve on school committees as needed E
15. Participate in Wellness Meetings E

ABILITY TO: Interact in a positive manner with a diverse community; handle conflict in a proactive and effective manner, communicate effectively, both orally and in writing; identify appropriate solutions

and take action; work independently; deal effectively with stress and conflict, as well as with multiple and concurrent job demands; establish and maintain cooperative and effective working relationships with others; maintain current knowledge of, and be able to apply and explain school and program norms, regulations, requirements and restrictions; prepare and maintain a variety of records and reports

EXPERIENCE:

1. Experience working with a diverse population of students
2. Experience working with young people in an educational setting
3. Success implementing programs that promote positive behavior
4. Experience working with the Restorative Justice model
5. Skilled with forming rapport with students while maintaining good boundaries

QUALIFICATIONS/REQUIREMENTS:

1. Any combination of education, training, and/or experience equivalent to a Bachelor's degree from an accredited college or university
2. Exhibit sensitivity to cultural and social norms of students and their families
3. Knowledge of another language preferred

WORK DAYS: 184

Albany Unified School District Classified Unrepresented Salary Schedule
Based on 8.0 Hours/Day, Annual Salary

Range 4	\$ 47,321.71	\$ 49,687.80	\$ 52,172.19	\$ 54,780.80	\$ 57,519.84
---------	--------------	--------------	--------------	--------------	--------------